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1947

The relationship of readiness factors to success  
in beginning reading.





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THE RELATIONSHIP OF READINESS FACTORS TO SUCCESS IN  
BEGINNING READING

By

Mary Estelle McFarland

(B. S. in Education, Boston University, 1945)

Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
Master of Education

1947

First Reader: Dr. Helen A. Murphy, Assistant Prof. of Ed.

Second Reader: Dr. Donald D. Durrell, Dean

Third Reader: Dr. Helen B. Sullivan, Associate Prof. of Ed.

Gift of M.E. McFarland  
School of Education  
April 29, 1947  
2P00P



## ACKNOWLEDGMENTS

I wish to express my deepest appreciation and thanks to Dr. Selva S. Margay, Associate Professor of Education, Eastern Kentucky School of Education, for permission to use her "Group Test for Auditory Discrimination." I am extremely grateful to her for the many hours of her time and her keen interest in the achievement of this experiment.

I also wish to express my appreciation and thanks to Virginia Murry, Supervisor of Reading in Plainville, Conn.

**First Reader** \_\_\_\_\_

for her work in administering the group test.

**Second Reader** \_\_\_\_\_

Jacqueline Noel for her assistance in helping with the

**Third Reader** \_\_\_\_\_

statistical figures.



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I also wish to express my appreciation and thanks to Virginia Biggy, Supervisor of Reading in Plainville, Conn. for her help in administering the Group Test.

Sincere thanks are conveyed also to my friend Jacqueline Abel for her assistance in helping with the statistical figures.

Form of the Reading Achievement Test . . . . .







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discrimination, and learning rate. While there is some evidence that each of these things are important, this thesis will only deal with three: auditory discrimination, visual discrimination, and learning rate.

Research<sup>1</sup> has shown the value of auditory and visual discrimination.

Therefore this study will measure the relationship of three factors: learning rate, auditory discrimination, and visual discrimination to reading achievement in Grade One.

---

1 Murphy, E. A. "An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination on Beginning Reading." Unpublished Master's Thesis, Boston University 1943.

2 Murphy, E. A. "An Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading." Unpublished Master's Thesis, Boston University, 1943.





## INTRODUCTION

This study is an attempt to find the relationship between certain reading readiness factors and reading achievement in Grade One.

According to Murphy<sup>1</sup> reading readiness is defined as the development of skills necessary so that the child may learn to read without confusion.

"Reading Readiness" includes many factors such as language development, mental age, auditory and visual discrimination, and learning rate. While there is some evidence that each of these things are important, this thesis will only deal with three; auditory discrimination, visual discrimination, and learning rate.

Research<sup>2</sup> has shown the value of auditory and visual discrimination.

Therefore this study will measure the relationship of three factors: learning rate, auditory discrimination, and visual discrimination to reading achievement in Grade One.

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2 Murphy, H. A. "An Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading" Unpublished Master's Thesis, Boston University, 1940.





## CHAPTER I

### SUMMARY OF PREVIOUS RESEARCH

The first grade is usually considered the place where formal instruction in reading is started. Within recent years, as a result of studies in child development which have shown that children vary in physical and mental development, the need for a preparatory period to formal instruction has been considered. Many studies have been conducted to determine what skills are important if the child is to learn to read successfully.

Donnelly's<sup>1</sup> study reports the following readiness factors. The child must be socially, physically and emotionally ready; have a good mental attitude and intellect ready to accept reading.

Gates<sup>2</sup> states that ideas on reading readiness have been divided into three distinct groups. Some people believe that readiness is a period of expression stressing the interests or purpose of the child. Some stress mental

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1 Donnelly, H.E. A Study in Word Recognition Skills in Grade One, Unpublished Masters Thesis, Boston University, 1931.

2 Gates, A.I. "Basal Principles in Reading Readiness Testing," Teachers College Record, 40:495-506, March 1939.





age as the most important factor, and still others feel that it is a general maturation period in which the child matures both mentally and socially.

According to Dolch and Bloomster,<sup>3</sup> "Almost anyone will now agree that a child cannot begin to learn to read until he has reached a certain age of maturity or the ability to acquire a sight vocabulary; that is, to associate word sounds with word forms. When the child can begin to make these associations, he can begin to read."

It has been reported by many research workers from nursery school through the secondary schools that achievement in reading differs for boys and girls. Carroll<sup>4</sup> says "It was an accepted fact that those dealing with remedial cases found that, in relation to the number of cases, more boys evidence reading disabilities than girls. In the clinic at Boston University, the ratio was ten boys to one girl."

Ladd<sup>5</sup> reported that in his study in St. Louis in the year of 1918 the girls proved to be superior to the boys in rate of learning reading. In comprehension, the boys were better.

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3 Dolch, E.W. & Bloomster "Phonic Readiness" Elem. School Journal, 38:201-205.

4. Carroll, Marjorie Sex Differences in Reading Readiness, Unpublished Masters Thesis, Boston University 1931.

5. Ladd, M.R. "The Relation of Social Economic and Personal Characteristics to Reading Ability" Columbia University, Contributions to Ed. Teachers College Series.





According to Wright<sup>6</sup> a child's readiness for systematic reading is influenced by many factors. The more important ones may be considered as physical conditions, mental abilities, personal qualities, and experience background. Factors such as these constitute the child's readiness for reading; any measurement of readiness must necessarily be based upon the study of them.

Betts<sup>7</sup> states that maturation seems to be the most significant factor in the causes of reading disabilities. This not only means mental growth but also physical growth. At least three types of learning have been called to the educators' attention by the psychologist: namely, intelligence, emotion, and motor control. "The capacity of an individual to profit by any one of the learnings is largely dependent upon his level of maturation."

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6 Wright, W. W. "The Nature and Measurement of Reading Readiness," The National Elem. Principle, Seventeenth Yearbook, July 1938, Vol. XVII, No. 7, pp.248-249.

7 Betts, E. A. "Is Reading Related to Growing Up?" Progressive Ed., XI:450-453, Dec. 1934.





Among factors which have been studied, Murphy<sup>8</sup> reports auditory and visual discrimination as important abilities in beginning reading. She states "The lack of auditory discrimination, that is, the power to distinguish similarities and differences in the sound of words, appears to be one cause for confusion in beginning reading."

After careful study of previous investigations on auditory discrimination, it was found that there are comparatively few studies in this field.

According to Schmidt<sup>9</sup> "Upon the accuracy and completeness of diagnosis depends much of the ultimate success of any program planned for the improvement of reading."

Monroe<sup>10</sup> reports "lack of precise auditory discrimination was found to impede the learning which involves auditory impressions. Lack of discrimination of certain sounds may lead to confusion of words which in turn affect the reading progress." Monroe found a significant difference between good and poor readers in auditory discrimination and auditory

---

8 Murphy, H.A. An Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading, Masters Thesis, Boston University, 1940.

9 Schmidt, B.G. "Auditory Stimuli in the Improvement of Reading," Elem. English Review, 18:149-154, April 1941.

10 Monroe, M. Children Who Cannot Read, University of Chicago Press, 1932, pp. 93-95.





blending. Auditory disabilities which were found were perception techniques, memory of rhythm, acuity, blending (fusion), discrimination, memory.

Anderson's<sup>11</sup> study is to determine the relationship between the abilities to understand words read and heard. "Genetically words are first encountered and learned in auditory experience. In the course of reading development, the visual forms of these words become associated with their sounds so that a sight vocabulary, based upon a knowledge of words heard, is gradually accumulated. Since words which people learn in auditory experience are also encountered in reading material, in time a sight vocabulary should be accumulated which more or less duplicates the hearing vocabulary."

Monroe<sup>12</sup> says that the beginning approach to a full program of prevention is to discover the children who are likely to fail before they do fail. In her auditory test, or word discrimination test, she has nine pictures with the numbers under each one. The children draw a circle around the best way to say the name of that particular picture.

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11 Anderson, I.H. "Common and Differential Factors in Reading Vocabulary and Hearing Vocabulary" Journal of Ed. Research, 30:317-324, January 1937.

12 Monroe, M. Reading Aptitude Test.





This test is designed to measure the difficulties in auditory word discrimination, which prevent the adequate mastery of phonetics as an aid to reading.

Murphy's test is mainly listening to the beginnings and endings of the words. The testing is about the same as that of teaching beginning phonics.

Gates<sup>13</sup> uses rhymes as his means of testing auditory discrimination. He gives the children four pictures in each of the fourteen rows, and tells them the name of each picture. Then there is a stimulus word for each row of pictures, and the children mark the picture of the word that rhymes with the stimulus word.

According to Bond<sup>14</sup>, poor readers come out low in auditory discrimination. We can readily understand this as reading and hearing are so closely connected. In testing the auditory features, rhyming, blending, and giving letters rank high in predictive value. Rhyming and blending tests suffer from too many zero scores.

Along with the problem of auditory discrimination comes the other important factor in reading -- visual discrimination.

---

13 Gates, A. Reading Readiness Test (Revised) 1940

14 Bond, G.L. "The Auditory and Speech Characteristics of Poor Readers;" Contributions to Education, No. 657, Teachers College, Columbia University, 1935.





According to Murphy's<sup>15</sup> study, work in visual discrimination should be one of the first skills the child needs in learning to read but we must be sure to continue the training to include exercises involving visual memory.

"Give many practices in exercises requiring visual perception in which the child always has the visual form of the letters or words he is to match. He may select the letters which are alike in a group of letters 'at', 'ay.' He may find words that begin alike in a list including 'many' 'much' 'put' 'make' 'mother'." Careful visual perception is the first thing the child should be taught.

Junkin's<sup>16</sup> study states "There are a large number of indications that differences in word perception are found in great frequency in persons with reading difficulty. Reading without difficulty requires that ability to achieve clearly the characteristic features of words. It is evident that the ability to see likenesses and differences improves by specific teaching."

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15 Murphy, H. A. "Insuring Success in Beginning Reading" N.E.A. Journal October 1946, pp. 382-383.

16 Junkins, K. The Construction and Evaluation of Exercises for Developing Visual Discrimination in Beginning Reading, Masters Thesis, Boston University, 1940.





Deputy<sup>17</sup> states that "The ability to recognize words by such characteristics as length, general configuration, the peculiar shape of a letter, and the like, depends upon the formation of certain perceptual habits."

Dolch<sup>18</sup> says "With a sight vocabulary of common words and with vocabulary control in reading material, teachers can secure what is typically first grade reading."

Betts<sup>19</sup> states that one of the greatest reading disabilities is faulty vision. "Research has led us to believe that children tend to reverse their eye motions in proportion to their immaturity. Occasionally the vowels 'a' 'e' 'i' 'o' 'u' and the consonant 'c', when printed in lower case letters, appear to present a difficulty for subjects with astigmatism." Usually when a near-point fusion obstacle is added to the subject's visual handicap, difficulty will be experienced with such consonants as 'p' 'b' 'd' 'g' 'u' 'n' and sometimes 'w' and 'm'."

---

17 Deputy, E. C. "Predicting First Grade Reading Achievement - A Study in Reading Readiness," Contributions to Education, N-426, Teachers College, Columbia U.

18 Dolch, E. W. and Bloomster, M. "Phonic Readiness" Elem. School Journal, 38: 201-205, Nov. 1937.

19 Betts, E. A. "Is Reading Related to Growing Up?" Progressive Ed., XI:450-453, Dec. 1934.





According to Junkins<sup>20</sup> "Visual discrimination exercises improved in the rate of learning new words."

The effect of visual and auditory discrimination in beginning reading have been stated and logically the next important factor in reading readiness is the child's learning rate.

According to Deputy<sup>21</sup> "Pupils are frequently put into sections on the basis of their scores in mental tests with the expectation that those in any one section will progress at approximately the same rate in their school work."

In Farr's<sup>22</sup> study, she constructed and evaluated tests of rate of learning for children in the first grade. Because of the complexity of problems regarding the learning rate and the lack of literature dealing with measuring the rate of learning for the first grade child, the purpose of this study is to "construct several rate of learning tests and answer questions in regard to acquiring a sight vocabulary in reading." Farr found that the rate of learning is used to measure the number of words a child has learned in one controlled reading

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20 Junkins, op.cit.

21 Deputy, op.cit.

22 Farr, C.V. Construction and Evaluation of Tests of Rate of Learning in Reading for Children in the First Grade, Unpublished Masters Thesis, Boston University.







period as shown by identification checks and picture checks. According to his results, the rate of learning on the identification check is 81% compared with 66% on the picture check. Thus the per cent of learning is greater on the five-word test when the identification check is used. In the seven-word test, the mean score on the identification check is 15.12 compared with 15.16 on the picture check. The rate of learning is the same. There is a higher rate of learning when the picture check is used with ten words.

Rames<sup>23</sup> says that "each child is a separate and unique being and therefore has his own normal rate of speed in learning." The rate of learning for individuals is not a fixed thing and it may be stepped up or slowed down - it has a range beyond which one cannot go with safety. "This range may be called the ability range." The good teacher will always recognize a normal rate of speed in learning. "Of all the children promoted at the end of the school year, fully one-third have had their normal rate of speed in learning interfered with, either through acceleration or through retardation."

Rames, B. A. and Jenkins, E. W. "Increasing the Rate of Learning in First Grade Reading." *Education*, 62:37-39, Sept. 1941.

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<sup>23</sup> Rames, Bertha "Don't Try to Standardize Rate of Learning," Instructor, May 1944, p. 15.

Journal of Educational Psychology, 33:461-467, April 1942.





Murphy and Junkins<sup>24</sup> did a study and found that mental ability and learning to read do not necessarily go hand in hand. Many children with normal intelligence fail to make the expected progress in their reading. This suggests that there are special abilities which affect rate of learning. "Two such special abilities appear to be auditory and visual discrimination of word elements."

In the child's writing vocabulary he must notice the phonetic elements in his own speech. Murphy and Junkins<sup>25</sup> say "If he has never noticed the sounds within spoken words, the printed forms of these words give him no clue to their pronunciation."

Murphy and Junkins state that in an experiment carried out with 150 first-grade pupils it was found that the children's rate of learning went up after having had auditory and visual training.

Browning<sup>26</sup> describes the method which was finally evolved to quantify the varying amounts of experience the

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24 Murphy, H. A. and Junkins, K. M. "Increasing the Rate of Learning in First Grade Reading," Education, 62:37-39, Sept. 1941.

25 ibid.

26 Brownell, W. "A Method for Quantifying the Extent of Pupils' Learning Experiences" Journal of Educational Research, 35:565-567, April 1942.





experimental subjects had had in phonetic analysis. The center of interest here is to relate to the fact that one phase of reading instruction was being investigated.

#### DESCRIPTION OF MATERIALS

According to Research<sup>1</sup> auditory and visual discrimination skills are necessary for success in beginning reading.

This study is an attempt to find the relationship between certain reading readiness factors and reading achievement in Grade One.

The details involved in planning were:

(1) Building an oral reading test for the vocabulary of the Scott Foresman series.<sup>2</sup> We Look and See, We Work and Play, We Grow and Go, and Fun With Hiss and Jane.

(2) For securing the permission and co-operation of the Plainville, Connecticut schools for conducting the study in that community, and

(3) The administering of the tests.

#### Construction of the Test

As the plan of the study was to compare certain reading readiness factors with success in beginning reading, it was necessary to have an accurate measure of reading achievement.

1. Murphy, H.A. "An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination on Beginning Reading." Unpublished Doctor's Thesis, Boston University 1943.

2. Scott, Foresman and Co. Copyright 1940, Chicago, Illinois.





## CHAPTER II

### DESCRIPTION OF MATERIALS

According to Research<sup>1</sup> auditory and visual discrimination skills are necessary for success in beginning reading.

This study is an attempt to find the relationship between certain reading readiness factors and reading achievement in Grade One.

The details involved in planning were:

(1) Building an oral reading test for the vocabulary of the Scott Foresman series.<sup>2</sup> We look and See, We Work and Play, We Come and Go, and Fun With Dick and Jane.

(2) For securing the permission and co-operation of the Plainville, Connecticut schools for conducting the study in that community, and

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2 Scott, Foresman and Co. Copyright 1940, Chicago, Illinois.





The study was to be conducted in the early part of February. Normal progress would mean that the pre-primers and primer would have been covered at this time of the year, so an individual oral reading inventory test was built which included the vocabulary of the pre-primer and primer of the Scott Foresman series, the basal system used in the community.

The following words are included in the books:

We Look and See

Dick	see	Spot	jump
look	funny	come	Tim
Oh	Baby	run	up
Jane	and	Puff	go
			down

We Work and Play

work	big	can	blue
Father	little	find	yellow
Mother	is	I	red
play	not	makes	cars
helps	the	something	boats
away	my		

We Come and Go

wants	me	for	a
said	in	cookies	house
it	we	three	two
ball	you	one	has
to	here	where	





# Fun With Dick and Jane

## Unit I

Family please  
fun she  
this laughed  
guess pretty  
yes white  
who eat  
no four  
what he  
are get  
do ride  
too went  
will

## Unit II

at eggs did  
farm cluck cat  
Grandmother ran kittens  
Grandfather have dog  
hello chickens pigs  
bow-wow mew cows  
say with wanted  
pony sat home  
horses ate rabbit  
on pets thank  
fast but ducks  
good barn good-by  
saw they quack  
hen black

## Unit III

toys came that  
happy looked there  
out bump so  
well animals doll  
must into birthday  
now new likes  
hop talk ma-ma  
all soon

## Unit IV

our under  
friends am  
Susan tail  
Jack Tom  
boy was  
girl school  
children

In order to have a ceiling on the test, ten words not included in the series were added. These words were those often met in experience reading. The list follows:

give again  
color other  
their were  
feet them  
when like





Four short stories were written using the words in situations different from those in the readers. The stories follow:

#### GUESS WHO DID RUN AWAY

Puff and a little yellow duck wanted to run away to the farm to play but do no work. They sat down under a barn. The duck said, "Quack, quack, I want a cookie, Puff wants one too." They went to look for the chickens. "Mew," said Puff, "we want to eat." "Cluck cluck," said the hen, "Go see the good cow, she will help you." The cow said to the little animals, "Go home to Mother and Father, they will give you something to eat." The kitten and duck ran home to their family and ate. "It is good to get home," they said.

#### THE FAST RIDE

Dick went to the farm to see Grandmother and Grandfather. "I must ride the new pony well," he said. The pony is a pretty black and white color and has four white feet. "My pony will go fast and the other children will want to ride." Tom will ride a big horse. The family laughed when they saw them go bump-bump on the animals. The boys talk to their animals. "They are our friends," they said.





### A BIRTHDAY FOR THE ANIMALS

Susan and her friends wanted to have a birthday for the farm animals. They wanted Mother, Father, Baby and Tim to come. They wanted the pigs, the cows, the pony, the horses, the rabbits, the cat and the dog to come too. Dick and Jack were to come. Soon they were happy. Mother had cookies for the birthday. The animals were all funny and had fun. "Good-by," they said. "Please come here again," said the girls to their friends.

### CHILDREN AT SCHOOL

Jane and Susan like to go to school. They say hello. They play with the red and blue boats and with three black and white cars. Dick can make a doll house and the girls will play in it. The boys get into the car at school. There is one ball so the children jump and play with it. What can I find to do at home? Yes, I will help Ma-Ma do this work.

These eleven words which did not fit into the stories were given as a list at the end of the test so that the inventory included all of the words in the basal system the children had been taught.





The following are the words that were not used in the stories but were used on a list following the stories:

Oh	where
up	am
not	tail
me	bow-wow
now	out
hop	

### Administering of the Test

All of the first grade children in a small industrial community were included in the study. The mental ages were taken from the school records of the mental tests which had been given in September. The Pintner-Cunningham Primary Test<sup>3</sup> was used. Table I shows the mean mental and chronological ages of the group.

TABLE I

#### MEAN MENTAL AND CHRONOLOGICAL AGES

Number	Mean C.A.	S.D.	Mean M.A.	S.D.
94	76.95	7.13	84.26	13.05

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<sup>3</sup> Pintner General Ability Tests, Published by World Book Company, Boston, Mass.





The mean mental age of 84.26 months compared with the mean chronological age of 76.95 months shows the group to be a little above average mentally. The range of mental ages was from 52 months to 108 months, and the chronological ages from 67 months to 88 months.

The reading supervisor in the Plainville schools administered the Murphy-Durrell Reading Readiness Test to all of the children in the first grades in their regular classrooms. This test is a group test which includes a test of auditory and visual discrimination and learning rate.

The data from the tests were analyzed and the results are presented in the next chapter.

TABLE II  
RELATIONSHIP OF FACTORS  
AND READING ACHIEVEMENT

Factors	Number	Correlation	P.T.
Auditory and Reading	94	.655	.0296
Visual and Reading	94	.55	.0475
Learning Rate and Reading	94	.666	.0302

The correlations are all positive, learning rate and reading achievement is the highest .666; auditory next .655; and visual the lowest .55.





### CHAPTER III

#### ANALYSIS OF DATA

The data was analyzed to study the relationship of:

1. Auditory discrimination and reading achievement.
2. Visual discrimination and reading achievement.
3. Learning rate and reading achievement.
4. Sex differences in the same factors were studied.

#### Relationship with Reading Achievement

Table II shows the relationship of the various factors with reading achievement.

TABLE II  
RELATIONSHIP OF FACTORS  
AND READING ACHIEVEMENT

Factors	Number	Correlation	P.E.
Auditory and Reading	94	.655	.0396
Visual and Reading	94	.55	.0475
Learning Rate and Reading	94	.666	.0392

The correlations are all positive, learning rate and reading achievement is the highest .666; auditory next .655; and visual the lowest .55.





### Sex Differences in Readiness Factors

Table III shows the comparison of girls and boys in auditory discrimination.

TABLE III

#### BOYS' AND GIRLS' AUDITORY DISCRIMINATION

Sex	Number	Mean	S.E. Mean	S.D.	Diff.	S.E. Diff.	C.R.
Boys	45	59.72	3.90	26.16	2.92	5.18	.56
Girls	49	56.80	3.42	24.00			

The mean score for the girls was 56.80 compared with 59.72 for the boys. The critical ratio of .56 shows this difference is not significant. There are forty chances in one hundred that this is a true difference in favor of the boys.

Table IV shows the visual discrimination scores for boys and girls.

TABLE IV

#### VISUAL SCORES FOR BOYS AND GIRLS

Sex	Number	Mean	S.E. Mean	S.D.	Diff.	S.E. Diff.	C.R.
Boys	45	28.40	1.85	12.45	4.90	1.53	3.20
Girls	49	33.30	1.46	10.25			





The mean score for the boys was 28.40 compared with 33.30 for the girls. The critical ratio of 3.20 shows this difference is statistically significant in favor of the girls.

Table V shows the learning rate for boys and girls.

TABLE V  
LEARNING RATE FOR BOYS AND GIRLS

Sex	Number	Mean	S.E. Mean	S.D.	Diff.	S.E. Diff.	C.R.
Boys	45	5.64	.46	3.44			
Girls	49	5.75	.49	3.13	.11	.66	.16

The mean score for the boys was 5.64 words compared with 5.75 for the girls. The critical ratio of .16 shows this difference is not statistically significant. There are four chances in one hundred that this is a true difference in favor of the girls.

Table VI shows the reading achievement for boys and girls.

TABLE VI  
READING ACHIEVEMENT FOR BOYS AND GIRLS

Sex	Number	Mean	S.E. Mean	S.D.	Diff.	S.E. Diff.	C.R.
Boys	45	74.80	5.55	37.30			
Girls	49	87.70	5.90	41.80	12.90	8.13	1.58





The mean score for the boys was 74.80 compared with 87.70 for the girls. The critical ratio shows this difference is not statistically significant. The chances are eighty-six in one hundred that this is a true difference in favor of the girls.

Readiness factors with reading achievement. An oral reading test was built covering the basal vocabulary of the Scott Foresman series through the primary level. This test was administered orally to every child in the first grade in a small industrial community in New England.

The Murphy-Barrell Group Diagnostic Test was given to measure the readiness factors. Mental age was defined by the Pieter-Cunningham Primary Test.

### Conclusions

1. The three factors studied showed a positive relationship with reading achievement. The learning rate was the highest  $.868\pm$ , probable error .039; auditory next  $.865\pm$ , probable error .039; and visual  $.85\pm$ , probable error .047. There are fairly high positive correlations indicating a definite relationship with reading achievement.

2. In comparing achievement of boys and girls in the various areas, the only significant difference was in visual discrimination in which the girls were superior to the boys. The learning rate and auditory





## CHAPTER IV

### SUMMARY AND CONCLUSIONS

The purpose of the study was to compare certain reading readiness factors with reading achievement. An oral reading test was built covering the basal vocabulary of the Scott Foresman series through the primary level. This test was administered orally to every child in the first grade in a small industrial community in New England.

The Murphy-Durrell Group Diagnostic Test was given to measure the readiness factors. Mental age was defined by the Pintner-Cunningham Primary Test.

#### Conclusions

1. The three factors studied showed a positive relationship with reading achievement. The learning rate was the highest  $.666\pm$ , probable error .039; auditory next  $.655\pm$ , probable error .039; and visual  $.55\pm$ , probable error .047. These are fairly high positive correlations indicating a definite relationship with reading achievement.

2. In comparing achievement of boys and girls in the various areas, the only significant difference was in visual discrimination in which the girls were superior to the boys. The learning rate and auditory





series showed almost no difference. The difference in reading achievement was not statistically significant but the critical ratio of 1.58 showed there are eighty-six chances in one hundred that it is a true difference in favor of the girls.

- Wright, L. A. "A Comparative Study of the Results of Grouping First Grade Classes According to Mental Age," Journal of Ed. Research, 15:172-185, October 1923.
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MANUAL

for

DIAGNOSTIC GROUP READING READINESS TEST

Murphy and Durrell

Boston University  
School of Education  
Boston, Mass.





## MANUAL INTRODUCTION

Many children have difficulty in learning to read because they lack the ability to see and hear likenesses and differences in words. Studies 1/ have shown these abilities can be taught. An evaluation of the effect of specific training in these skills on beginning reading 2/ showed the experimental groups were superior in reading achievement in November, February and June. Since these factors are important in the beginning work in reading, a testing program should include a diagnosis in these areas. This battery of tests is planned for this purpose.

### Materials Necessary

Booklets for each child  
Flash cards and pictures for the Learning Rate Test  
Flash cards for the Visual Discrimination Test  
Pencils  
Colored markers  
Directions for administering the tests

### DIRECTIONS FOR ADMINISTERING THE TESTS

#### Auditory Test

Each child needs a copy of the tests and a pencil.

#### Preliminary Exercise

"We are going to play a game today using our ears and our eyes. We are going to listen and watch very carefully. Listen! What sound does the engine of a train make? What sound does the wind make? What sound does an airplane make? What sound does a drum make? Listen! F, F, F, F, F, F, (sound)." The particular response is not important as the purpose of the exercise is just to acquaint the children with the idea of what sound means. "I'm going to say some words that begin with "F" (sound) You may say them after me." Dictate: for, fat, fire, fix. Have the children repeat each word after you.

#### Practice Exercise

"Now open your books and fold the page back so that you can see these pictures - a garden, a football, a house, and a tent." Check to be sure each child has the correct page. "We are going to mark some of these pictures, but not all of them. We shall work together. Listen very carefully. Look at the picture of the garden. Listen carefully: go, garden. Does garden sound like go at the beginning? Yes, mark it like this (illustrating with a large cross). Listen, again, father, football. Does foot-ball sound like father at the beginning? Yes, mark it. Listen, hammer, house. Does house sound like hammer at the beginning? Yes, mark it. Listen, take, tent. Does tent sound like take at the beginning? Yes, mark it."

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1/ Murphy, Helen A., and Junkins, Kathryn M., "Increasing the Rate of Learning in First Grade Reading," Education, Vol. 62, pp 37-39.

2/ Murphy, Helen A., "An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination on Beginning Reading," Unpublished Ed.D. Thesis, Boston University, 1943.







"Now look at the next line. Listen, cake, comb. Does comb sound like cake at the beginning? Yes, Mark it. Listen, cake, man. Does man sound like cake at the beginning? No, so we will not mark the man. Listen, like, leaf. Does leaf sound like like at the beginning? Yes, mark it. Listen, wait, windmill. Shall we mark the windmill? Yes, mark the windmill."

"Look at the next line. Listen, red, flower. Do they sound alike at the beginning? No, so we won't mark the flower. Listen, very, violin. Will you mark the violin? Yes, mark the violin. Listen, hammer, signal. Will you mark the signal? No. Listen, dance, dog. Will you mark the dog? Yes, mark dog."

"Look at the whole page. Did you mark every picture? No. Did you mark three pictures in every line? No. Sometimes we mark four pictures in a line; sometimes we mark two, sometimes we mark three."

### Test Proper

"Turn your page and find the picture of a gate. We are going to do this whole page, and I am not going to help you any more. Be sure to listen carefully, and mark only the pictures with names which sound at the beginning like the words I say. Listen carefully, and watch the pictures." Give no more help. Say the words each time before the name of the picture.

### Page 1. Beginning sounds

- Row 1. go-gate, beet-boy, father-fish, father-key  
" 2. red-rooster, hammer-hat, sing-sailboat, paint-pail  
" 3. paint-Santa, jello-jumprope, cake-candle, dance-door  
" 4. name-night, take-toothbrush, sing-balloon, like-lady  
" 5. mother-mouse, very-vegetable, wait-window, father-canoe  
" 6. beet-bird, cake-cat, go-goat, jello-jug  
" 7. like-ladder, name-broom, name-nail, like-telephone  
" 8. paint-pear, read-rabbit, go-button, sing-saw  
" 9. name-nest, beet-ball, very-umbrella, take-toy

### Page 2

- " 1. chop-cherries, shake-ship, true-tree, shake-sled  
" 2. true-broken, spell-spoon, stamp-star, chop-chair  
" 3. shake-shoe, spell-spider, chop-chicken, stamp-stairs  
" 4. PRACTICE ROW FOR FINAL SOUNDS

Work together. "Now we are going to mark the ones that sound alike at the end. Listen, farm, arm. Does arm sound like farm at the end? Yes, mark it. Listen, early-cooky. Does cooky sound like early at the end? Yes, mark it. Listen, fern-horn. Will you mark the horn? Yes, mark the horn. Listen, farm-dress. Will you mark the dress? No. I am not going to help you any more. Remember you are to mark the ones that sound alike at the end."

- Row 5. early-candy, grass-grapes, start-carrot, trick-clock





- Row 6. girl-squirrel, trick-tractor, fern-wagon, early-potato  
 " 7. dog-bag, peep-cup, crowd-bed, start-plant  
 " 8. dog-flag, fern-pipe, crowd-road, grass-goose  
 " 9. girl-lock, peep-land, trick-fork, girl-hill

Page 3.

- Row 1. wind-swing, run-gun, sat-mat, wing-pin  
 " 2. man-pan, grand-hand, wing-string, run-sun  
 " 3. run-e r, man-fan, grand-swin, grand-band  
 " 4. wing-king, run-bun, sat-bat, man-can

The score is the number of correct items.

### VISUAL TEST

Each child has a copy of the test, a pencil, and a colored marker.

This test may be given immediately after the auditory test, or at another time. Say, "We are going to play another game now. Look at this page with words and letters on it." The teacher holds up her booklet. Be sure each child has the correct place. Say, "Put your marker under this first line like this. (Teacher demonstrates. I am going to hold up a card that has one letter on it which looks like one of the letters in this row." Hold up card Number 1. "See if you can find the letter that looks just like this in the row. Put your finger on it." Check to be sure every child has the correct letter. Then say, "Draw a ring around the letter like this." (Teacher illustrates) "Now move your marker down to the next line." Exposing the second card say, "Can you find this letter. Draw a ring around it." Check to be sure each child has the correct letter. Help any child needing help.

"Now I'm going to see if you can do the rest without any more help. Move your marker down to the next line like this, (illustrating). Be sure to keep your eyes on the card all of the time I hold it up. "Watch." Hold the card five seconds. Put the card down, and say, "Draw the ring around it. Move your marker down to the next line."

Before each line say, "Watch." After five seconds say, Draw a ring around it. Move your marker." Do not delay between the directions so that the children will not have an opportunity to look at others. Be sure the children watch all of the time the card is exposed.

The following are the key letters and words: s, e, m, t, w, c, a, l, z, h, k, y, x, v, o, u, n, j, i, f, g, r, d, q, p, b, all, on, boy, man, saw, sat, block, burn, first, nose, spice, drop, jump, alone, cleat, world, foolish, testify, part, quiver, digress, cure, reform, curtain, shovel, convict.

The score is the number of correct items including the practice items.

### LEARNING RATE TEST

To take the learning rate divide the class into three groups. Begin the teaching the first thing in the morning and spend twenty minutes with each group. Provide seat work exercises for the children to work on while they are not in the testing group. The words should be introduced in the order listed on the test.







The ten words should be presented in the first ten minutes of the testing period, and the second ten minutes of the period should be devoted to repetition.

### Specific Directions

Show the picture of the toothbrush. Ask, "What is this? How many of you have toothbrushes of your own? What do you do with them?" Expose the card with the word toothbrush on it, and say, "This word says toothbrush." Go around the group having each child say the word as he frames it with his hands. Say, "I'll write the word 'toothbrush' on the board." Write the word on the board low enough for the children to reach. Have some child frame the word on the board with his hands, and read it.

Show the picture of the bracelet. Say, "What is this?" Has anyone a bracelet?" Note any child having one. Expose the card with the word bracelet on it, and continue just as you did with the word 'toothbrush'. After you have written bracelet on the board and had a child read it call again for toothbrush.

The following directions are given for introducing the remaining eight words. In each case follow the introduction with steps similar to those outlined for the first word, 'toothbrush'. After each new word is presented, ask different children to find again the words already on the board.

Expose the card with the word 'celery' on it. Then say, "I haven't a picture of this, but I'll tell you what it says--celery. Do you know what celery is?" Talk about the color etc.

"Listen and see if you can finish this sentence. When we stand we stand tall, we don't lean---- the desk. This card says 'against'.

Show the picture of the iron and say, "Do you know what this is a picture of? Yes, it is an iron. This card says 'iron'."

Showing the picture of 'machinery', say, "This is machinery. What is machinery used for? This card says 'machinery!'".

"How many have handkerchiefs? We must be sure to always have a handkerchief when we come to school. This card says 'handkerchief'".

"We do not have naughty children in school. Do you know what naughty means? This card says naughty."

Show the picture of the scissors and say, "What are these? Do you like to cut pictures? We must be very careful when we use scissors."

"Do you like chocolates? What are they? What else besides candy has chocolate in it sometimes?"

After all the words have been introduced, have different children match the cards to the words on the board and read them as they find them. Give several practices like this each time--telling the word the card says as you





give it to the child. Then call on individual children to find the words on the board as you call for them.. Next point to words on the board and ask different children to read them. Erase the words. Pass out the cards to different children, and have each child bring his word to you as you call for it. Finally, test the group with the flash cards, having them read the words in concert. This whole lesson should be completed in twenty minutes, the first ten to be used in introducing the words, the second ten in practice.

An hour after the teaching period, test each child individually on the recognition of the words--using the flash cards and telling him any word he fails on, or on which he hesitates for more than five seconds. Repeat this flashcard test before the close of the morning session and again before the close of the afternoon session. Record the words correct each time in the space provided in the test booklet. The final score is the child's learning rate, that is the number of words he can master in a day.





Murphy - Durrell

DIAGNOSTIC GROUP READING READINESS TEST

by

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and

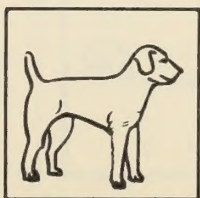
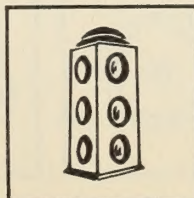
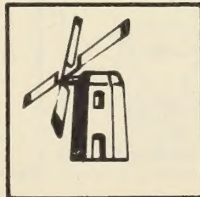
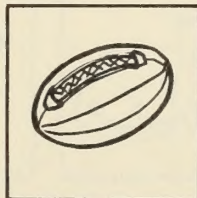
Donald D. Durrell

Dean of Boston University

Name\_\_\_\_\_Age\_\_\_\_\_School\_\_\_\_\_

Score: Auditory\_\_\_\_\_Visual\_\_\_\_\_Learning rate\_\_\_\_\_

Practice Exercises



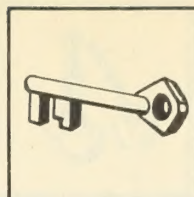
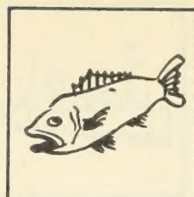
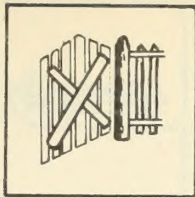
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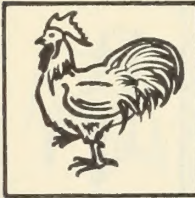




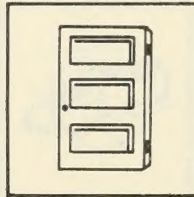
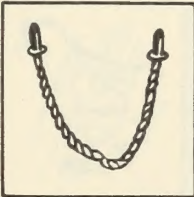
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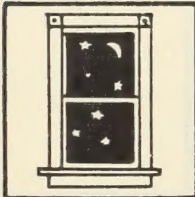
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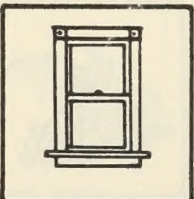
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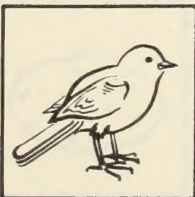
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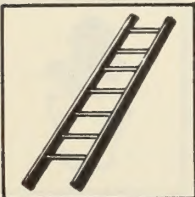
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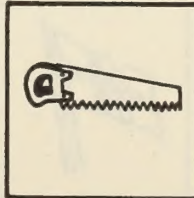
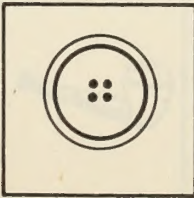
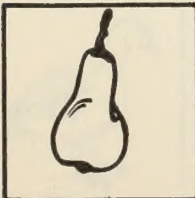
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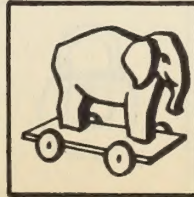
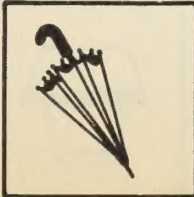
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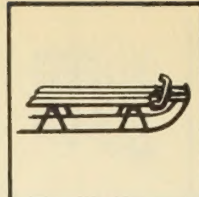
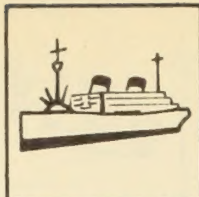
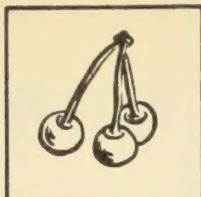


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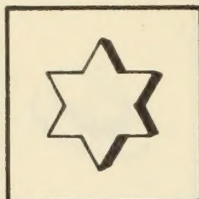
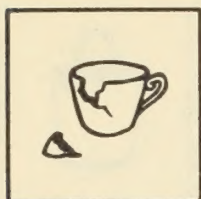




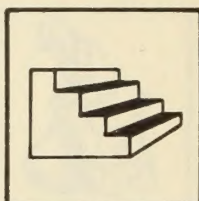
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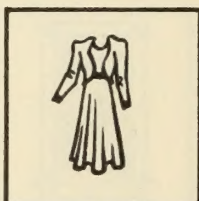
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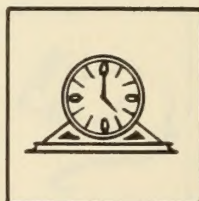
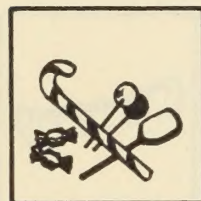
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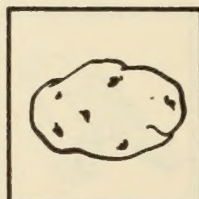
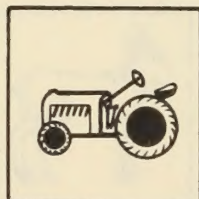
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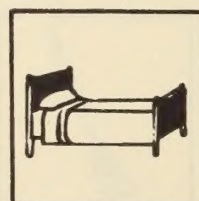
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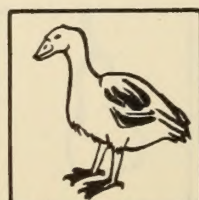
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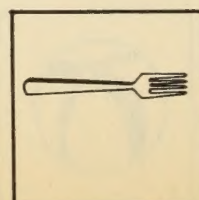
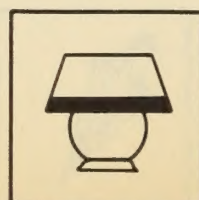
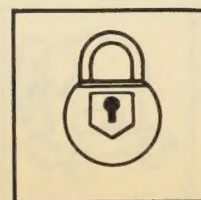
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# Visual Test

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2. e a r m f	15. c o a e d
3. v m h u c	16. w u n m v
4. g i k t y	17. m b n d u
5. v w u m n	18. g y j i q
6. c e o a r	19. e i j l t
7. e o c g a	20. f t h k l
8. t l h b k	21. o a e c g
9. s c z m f	22. r o n m u
10. h k l t f	23. p d b q g
11. h k t f l	24. g b p q d
12. g p y q h	25. p g b d q
13. s x o m z	26. d p g q b



1.      at          ball ill      all      fall	10.      nose      ice mice      race      nice
2.      no          in nip      on      imp	11.      speak      speck stick      spice      peck
3.      play      day boy      dog      boys	12.      drip      prop drops      rap      drop
4.      me          men name      man      run	13.      jump      jest just      jot      must
5.      saw      war as      was      waste	14.      alone      abuse absent      abide      along
6.      tis      sit sat      it      site	15.      clasp      class clear      clean      cleat
7.      dark      lack clock      black      block	16.      would      word world      whirl      wound
8.      barn      bun burn      bar      done	17.      fondle      foolish forage      forget      forbid
9.      frost      first fast      firm      trust	18.      terrace      terrier terrific      tremble      testify



19.      par          park party    part        dark	23.      form        reform uniform   inform    deform
20.      quiver    quiz quote    quoit     quire	24.      curtain    certain sustain   retain    maintain
21.      dinner    differ diffuse   digress   diction	25.      shrub       shrink shovel    shriek    shorten
22.      .sure       scare secure    server    cure	26.      convent    convict contain   contact   conduct

### Learning Rate Test

	1.	2.	3.
Toothbrush			
Bracelet			
Celery			
Against			
Iron			
Machinery			
Handkerchief			
Naughty			
Scissors			
Chocolates			



### GUESS WHO DID RUN AWAY

Puff and a little yellow duck wanted to run away to the farm to play but do no work. They sat down under a barn. The duck said, "quack, quack, I want a cookie. Puff wants one too." They went to look for the chickens. "Mew", said Puff, "we want to eat." "Cluck, cluck," said the hen, "Go see the good cow, she will help you." The cow said to the little animals, "Go home to Mother and Father, they will give you something to eat." The kitten and duck ran home to their family and ate. "It is good to get home," they said.







## THE FAST RIDE

Dick went to the farm to see Grandmother and Grandfather. "I must ride the new pony well," he said. The pony is a pretty black and white color, and has four white feet. "My pony will go fast and the other children will want to ride." Tom will ride a big horse. The family laughed when they saw them go bump-bump on the animals. The boys talk to their animals. "They are our friends," they said.







## CHILDREN AT SCHOOL

Jane and Susan like to go to school. They say,hello; they play with the red and blue toy boats, and with three black and white cars. Dick can make a doll house, and the girls will play in it. The boys get into the car at school. There is one ball so the children jump and play with it. What can I find to do at home? Yes, I will help Ma-Ma do this work.





## A Birthday for the Animals

Susan and her friends wanted to have a birthday for the farm animals. They wanted Mother, Father, Baby, and Tim to come. They wanted the pigs, the cows, the pony, the horses, the rabbits, the cat and the dog to come too. Dick and Jack were to come. Soon they were happy. Mother had cookies for the birthday. The animals were all funny and had fun. "Good-by," they said, "Please come here again," said the girls to their friends.





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Words added

give

their

color

feet

when

again

other

were

them

like

Words not used

oh

up

not

me

now

hop

where

am

tail

bow-wow

out





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